



Luther Vaughan Elementary

192 Vaughan Road
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	300 Students	
Principal	Dr. Ronald W. Cope	864-489-2424
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	Good
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

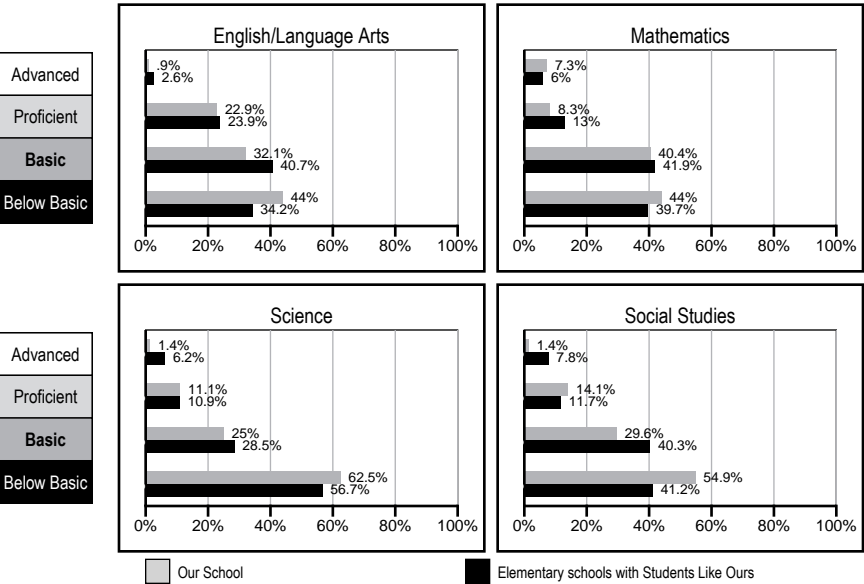
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	37	57

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=300)				
First graders who attended full-day kindergarten	53.1%	Down from 65.4%	100.0%	100.0%
Retention rate	2.1%	Up from 1.6%	3.1%	2.3%
Attendance rate	95.9%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	3.7%	Up from 2.8%	2.7%	10.4%
With disabilities other than speech	9.9%	Up from 9.1%	7.6%	7.5%
Older than usual for grade	0.4%	Down from 1.2%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	58.6%	Down from 63.0%	53.5%	56.7%
Continuing contract teachers	79.3%	Down from 88.9%	67.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 86.5%	82.6%	86.4%
Teacher attendance rate	92.7%	Down from 93.9%	94.8%	94.9%
Average teacher salary	\$47,905	Up 2.6%	\$43,616	\$45,345
Professional development days/teacher	18.7 days	Down from 29.4 days	13.4 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 18.7 to 1	16.4 to 1	18.5 to 1
Prime instructional time	87.4%	Up from 87.3%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.7%	Down from 98.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,776	Down 1.5%	\$8,228	\$7,052
Percent of expenditures for instruction*	67.4%	Down from 67.5%	68.3%	69.1%
Percent of expenditures for teacher salaries*	63.5%	Down from 64.6%	60.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2007-08 school year, we at Luther L. Vaughan Elementary continued to strive to achieve excellence in education for all of our students. There are still many challenges to face in our journey, but our faculty, staff, parents, students, and community partners continue to work to reach our goal. Some of the many successes achieved at Luther L. Vaughan Elementary School during this past year include: special-education teacher Mrs. Shelley Phillips was selected as Teacher-of-the-Year for Luther L. Vaughan Elementary School and ESOL teacher Mrs. Susan Caggiano was chosen as Reading Teacher-of-the-Year. We completed our fourth year of Year-Round classes. During our intercession times we continued to offer both remedial and enrichment classes for our students. We were again able to offer an after-school homework assistance program for our students. We employed three instructional facilitators to assist students in reaching academic achievement goals. We continued to offer free English language classes for our non-English speaking parents and their families.

Our community partnerships with Freightliner Custom Chassis Corp., The Gaffney Ledger Newspaper, Dr. Mac Carroll, and Camp BOB were maintained. All rising fourth-graders are eligible to attend a free, two-week summer camp program at Camp BOB.

Members of Restoration Church provided lunch buddies for our students. And parents and other community members continue to volunteer their time to assist teachers and students.

Still, our greatest challenge is to continue to improve our students' standardized achievement test scores. It is our goal to have at least 60% of students scoring proficient or above.

We look forward to the challenges and potential rewards that the future holds for our schools and its students.

Dr. Ron Cope, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	34	29
Percent satisfied with learning environment	97.0%	88.2%	82.1%
Percent satisfied with social and physical environment	100.0%	70.6%	74.1%
Percent satisfied with school-home relations	63.6%	91.2%	74.1%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 13 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Continuing School Improvement
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	127	99.2	40.2	29.9	23.9	6	40.2	43.2	48.2	Yes	Yes
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Gender

Male	66	98.5	37.1	33.9	17.7	11.3	43.5	36.1	41.7	N/A	N/A
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Female	61	100	43.6	25.5	30.9	0	36.4	50.4	55	N/A	N/A
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Racial/Ethnic Group

White	41	100	24.4	24.4	41.5	9.8	61	50.3	60	Yes	Yes
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African American	59	98.3	44.2	36.5	15.4	3.8	32.7	27.6	31.7	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
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Hispanic	24	100	59.1	27.3	13.6	0	18.2	18.9	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	25	100	50	8.3	16.7	25	45.8	13.6	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	26	100	56.5	26.1	13	4.3	21.7	21.9	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	112	99.1	42.7	32	21.4	3.9	35.9	31.3	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	127	100	40.7	37.3	11.9	10.2	32.2	43.8	45.8	Yes	Yes
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Gender

Male	66	100	36.5	36.5	15.9	11.1	38.1	43.1	45.6	N/A	N/A
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Female	61	100	45.5	38.2	7.3	9.1	25.5	44.5	45.9	N/A	N/A
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Racial/Ethnic Group

White	41	100	29.3	36.6	14.6	19.5	53.7	51.6	59	Yes	Yes
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African American	59	100	37.7	43.4	13.2	5.7	22.6	25.3	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
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Hispanic	24	100	68.2	22.7	4.5	4.5	13.6	26.6	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	25	100	41.7	16.7	25	16.7	54.2	17.1	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	26	100	65.2	26.1	4.3	4.3	17.4	30.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	112	100	42.3	40.4	9.6	7.7	26.9	31.9	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	86	100	56.3	22.5	11.3	10	21.3	26.4	35.7	95.9	96.2
Gender											
Male	47	100	52.3	20.5	13.6	13.6	27.3	27.3	37.4	95.9	96.2
Female	39	100	61.1	25	8.3	5.6	13.9	25.5	33.8	96	96.3
Racial/Ethnic Group											
White	27	100	29.6	25.9	22.2	22.2	44.4	33.3	49.2	95	96
African American	42	100	63.2	23.7	7.9	5.3	13.2	10.6	17	95.8	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.1	97
Hispanic	16	100	85.7	14.3	0	0	0	11	24.9	97.4	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.3	96.3
Disability Status											
Disabled	20	100	40	15	10	35	45	12	14	94.4	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	16	100	85.7	14.3	0	0	0	10.1	24.4	97.4	97.4
Socio-Economic Status											
Subsided meals	75	100	60.9	21.7	10.1	7.2	17.4	17	21.1	95.9	95.8
Social Studies											
All Students	85	100	50	26.9	17.9	5.1	23.1	20.5	34	95.9	96.2
Gender											
Male	44	100	43.9	29.3	17.1	9.8	26.8	21.9	36.6	95.9	96.2
Female	41	100	56.8	24.3	18.9	0	18.9	19	31.3	96	96.3
Racial/Ethnic Group											
White	31	100	35.5	25.8	32.3	6.5	38.7	24.9	44.5	95	96
African American	35	100	61.3	25.8	6.5	6.5	12.9	9.8	19.1	95.8	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	98.1	97
Hispanic	17	100	60	33.3	6.7	0	6.7	10	27.5	97.4	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.3	96.3
Disability Status											
Disabled	19	100	38.9	16.7	27.8	16.7	44.4	10.2	14.4	94.4	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	56.3	31.3	12.5	0	12.5	12.4	27.3	97.4	97.4
Socio-Economic Status											
Subsided meals	77	100	54.9	26.8	14.1	4.2	18.3	12.7	21	95.9	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	43	95.4	35	35	27.5	2.5	30
	4	40	97.5	38.2	41.2	17.6	2.9	20.6
	5	57	100	63.5	23.1	13.5	0	13.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	32.6	37.2	23.3	7	30.2
	4	45	97.8	35	30	25	10	35
	5	36	100	55.9	20.6	23.5	0	23.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	43	95.4	50	40	7.5	2.5	10
	4	40	97.5	41.2	38.2	17.6	2.9	20.6
	5	57	100	55.8	34.6	9.6	0	9.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	41.9	44.2	4.7	9.3	14
	4	45	100	39	31.7	17.1	12.2	29.3
	5	36	100	41.2	35.3	14.7	8.8	23.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	25	100	72.2	27.8	0	0	0
	4	40	97.5	70.6	20.6	8.8	0	8.8
	5	27	100	65.4	26.9	3.8	3.8	7.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	54.5	27.3	18.2	0	18.2
	4	45	100	51.2	17.1	12.2	19.5	31.7
	5	18	100	70.6	29.4	0	0	0
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	23	95.7	56.3	43.8	0	0	0
	4	40	97.5	58.8	29.4	8.8	2.9	11.8
	5	30	100	73.1	23.1	0	3.8	3.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	52.4	28.6	14.3	4.8	19
	4	44	100	42.5	27.5	22.5	7.5	30
	5	18	100	64.7	23.5	11.8	0	11.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample